

# NEVADA

## CRITERION-REFERENCED TEST



### **Test Administrator's Manual**

**CRT Grades 3-8**

**Spring 2008**

**Supplement to Procedures for the  
Nevada Proficiency Examination Program**

**For use with reference ONLY to the  
Nevada Criterion-Referenced Test (CRT)  
in Mathematics, Reading, and Science**

**Dr. Keith W. Rheault, *Superintendent of Public Instruction*  
Office of Assessment, Program Accountability, and Curriculum  
(775) 687-9188**

Copyright © 2008 by the Nevada Department of Education  
Copyright © 2008 by Measured Progress

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher, except for the printing of complex pages, with the copyright notice, for instructional use and not for resale.

Portions of this work were published in previous editions.

Printed in the United States of America.

## Table of Contents

<b>Test Administrator’s Checklist</b> .....	1
Before Testing .....	1
During Testing.....	1
After Testing .....	2
<b>Test Administration Procedures and Security</b> .....	3
Time Requirements.....	3
Providing Additional Time .....	3
Administration Procedures .....	3
Helping Students .....	4
Monitoring Students.....	4
Talking.....	4
Cheating .....	4
Students Who Finish Early .....	4
Security of Testing Materials .....	4
An Appropriate Testing Environment .....	4
Size of Testing Sessions.....	5
The Room .....	5
Seating .....	5
Materials on Walls.....	5
Materials on Desks .....	5
Devices Not Allowed.....	5
Permissible Materials for Use by Students During Testing .....	5
Reading Materials .....	6
Mathematics and Science Materials.....	6
Accommodations for Students with Special Needs.....	6
Testing Irregularities.....	6
Invalidation of Test Scores.....	7
Handling of Test Materials .....	7
Test Security .....	7
Sample School Security Checklist.....	9
Sample Test Booklet Cover .....	10
<b>Instructions for Students to code Name and Demographic</b> .....	11
<b>Information on Answer Document</b>	
Sample Answer Document.....	13
<b>Instructions for Students to print Name on Test Booklet and code</b> .....	14
<b>Test Booklet Version Number on Answer Document</b>	

<b>Instructions to Read Aloud the Test Directions to Students.....</b>	<b>16</b>
Read Aloud Instructions to Students in Grade 3.....	17
Read Aloud Instructions to Students in Grades 4 and 5 .....	18
Mathematics Written-Response Checklist .....	19
Reading Written-Response Checklist.....	19
Science Written-Response Checklist.....	19
Read Aloud Instructions to Students in Grades 6, 7, and 8 .....	20
Mathematics Written-Response Rubric Guide.....	21
Reading Written-Response Rubric Guide .....	21
Science Written-Response Rubric Guide .....	22
<b>Instructions for Administering the Test to Students.....</b>	<b>23</b>
<b>with a monitored rest-break given to students as a group</b>	
<b>between parts of the test</b>	
<b>Instructions for Administering the Test to Students.....</b>	<b>26</b>
<b>with a monitored rest-break given to students on an individual</b>	
<b>and as needed basis during the test</b>	
<b>Instructions for a Final Check of Answer Document Coding.....</b>	<b>28</b>
Terms and Definitions .....	29
STUDENT NAME .....	29
RACE/ETH (Race/Ethnicity) .....	30
STUDENT NUMBER .....	30
YIS (Years in School).....	30
YID (Years in District).....	31
PROGRAMS .....	31
TC (Testing Conditions) .....	33
DNP (Did Not Participate) .....	33
INV (Invalidation) .....	33
SPC CON (Special Considerations) .....	33

## Test Administrator's Checklist

### Before Testing

- \_\_\_\_\_ Attend the test administration refresher training at your school and discuss any questions that you may have.
- \_\_\_\_\_ Read all directions for test administration in this manual and any additional handouts used in the test administration refresher training.
- \_\_\_\_\_ Know your district number and school number for accurate student demographic coding.
- \_\_\_\_\_ Remember you are responsible for certain student demographic coding after testing.
- \_\_\_\_\_ Obtain student rosters from your School Test Coordinator (STC). (Your STC must verify student grade prior to testing.)
- \_\_\_\_\_ Obtain any necessary accommodation information from the student's case manager or your School Test Coordinator.
- \_\_\_\_\_ Obtain all necessary materials for test administration.
- \_\_\_\_\_ **Be sure that students testing in multiple content areas use the same answer document for all subjects.**
- \_\_\_\_\_ **Be sure that students testing in multiple content areas use the same test booklet version number for all subjects.**
- \_\_\_\_\_ If affixing Student Pre-ID Labels to answer documents, ensure that the correct labeled answer document is given to the right student.
- \_\_\_\_\_ Students may NOT bring electronic devices into the testing session and no personal belongings are allowed on the desk or table tops. Students must store backpacks/personal belongings in the rear of the testing room.

### During Testing

- \_\_\_\_\_ Post a "Testing" sign on your classroom door.
- \_\_\_\_\_ Follow the script in this manual **verbatim**.
- \_\_\_\_\_ Provide accommodations as outlined in the students' IEP, LEP, or Section 504 Accommodations Plan.
- \_\_\_\_\_ Students who do **NOT** have an IEP, LEP, or Section 504 Accommodations Plan must test under **regular conditions** and may **NOT** use
  - calculators,
  - dictionaries, or
  - reference materials or other instructional aids.

- \_\_\_\_\_ Students must **NOT** be left unattended with test materials.
- \_\_\_\_\_ **Circulate throughout the room and actively monitor students during testing. Check to ensure that students are bubbling responses in the correct content area test section of the answer document. Check that students are not accessing personal materials during testing.**
- \_\_\_\_\_ Students may **NOT** receive assistance with test questions.
- \_\_\_\_\_ Test questions may **NOT** be translated into another language.
- \_\_\_\_\_ Provide additional time for testing for students working productively. Follow the school's plan for orderly transition from one testing situation to another.
- \_\_\_\_\_ Do **NOT** read, review, copy, reproduce, or take notes on test items. **Disclosure of test content is strictly prohibited by state law.**

## **After Testing**

- \_\_\_\_\_ **Make sure that the correct test booklet version number has been bubbled on the answer document for each content area tested.**
- \_\_\_\_\_ Check each test booklet for an answer document and scratch paper and sort.
- \_\_\_\_\_ Collect and log in all materials—test booklets (used and unused), scratch paper, pencils, etc. Students are to leave the room with only their personal belongings.
- \_\_\_\_\_ Ensure that the numbers of test booklets, answer documents, and scratch paper collected are identical to the quantities that were handed out prior to testing.
- \_\_\_\_\_ Follow your school's procedures for sorting test materials and return them to your School Test Coordinator.
- \_\_\_\_\_ **Report any testing irregularities immediately to your School Test Coordinator, Principal, or District Test Director.**

## **Test Administration Procedures and Security**

Test Administrators involved in the administration of the Criterion-Referenced Test (CRT) must be trained annually in the instructions regarding preparation for testing, handling of test materials, and test security.

Each Test Administrator must acknowledge in writing that he/she has read and understands all information provided by the Nevada Department of Education related to proper test administration and test security, and understands the potential consequences for failure to comply with the state and district test security plans.

### **Time Requirements**

The CRT is intended to be a measure of student proficiency rather than speed. Students who are working productively must be given time to complete the test.

Each content area test has two parts. Most students should complete an individual part of the test in approximately 60 minutes; however, some students will need more time. To accommodate these students follow your schools plan for this situation.

### **Providing Additional Time**

At the end of the scheduled testing session, classroom test administrators and/or proctors must collect all materials, ask students requiring more time to remain seated, and excuse students who have completed the test. Return materials to the remaining students and provide whatever time is necessary for each student to complete the test as long as he/she is working productively. Those students who remain, including students who test with accommodations, are not to be given a break to leave the room for any reason and must not be allowed to return at a later time to complete their tests.

If students who need more time must move to another location in the school, the school test coordinator must develop a procedure that maintains the security of the test materials, does not allow students to receive any assistance with the test, and does not provide an opportunity for student interaction.

### **Administration Procedures**

Test Administrators should read and understand these administration procedures thoroughly before testing begins. The adherence to procedures will ensure uniformly favorable testing conditions.

**Helping Students:** The Test Administrator must maintain an impartial and professional attitude. Students are to receive no help during the administration of the test beyond making certain that they understand test directions. School officials/personnel who participate in any inappropriate assistance to students can face severe consequences including suspension or revocation of teaching licenses. (NRS 391.330)

**Monitoring Students:** Test Administrators must circulate throughout the testing room to make certain students are bubbling responses in the correct subject section of the answer document. Students must never be left alone with test materials.

**Talking:** Students are not allowed to discuss the test(s) with anyone.

**Cheating:** Any instances of cheating must be handled in a manner consistent with school district and school policies. Answer documents for students who cheat must be submitted as invalidated tests. All instances of cheating require submission of a *Report of Testing Irregularity* form.

**Students Who Finish Early:** Students may bring **books or other reading materials** to occupy their time if they finish early. These materials must be stored away from desks.

**Security of Testing Materials:** Test Administrators are responsible for collecting all test materials at the end of the testing period.

## **An Appropriate Testing Environment**

Test Administrators are to create an appropriate testing environment for each student taking the test.

All students should have the opportunity to test under the same conditions.

Students may use **only** materials and/or supplies that are specified in this manual or provided with the test booklet for a **specific** test and grade level.

Students may not have access to personal materials while testing, and test administrators should arrange to have the permissible materials available for distribution to students prior to testing.

Scratch paper may **only** be plain unlined, lined, or grid-only (unlabeled) graphing paper. No other pre-printed material is permitted on the front or back except for student identification information.

---



The following aids have been developed for the purpose of providing appropriate assistance to students and are permitted for use with the CRT in mathematics, reading, and science:

- CRT Written-Response Checklist for Grades 4 and 5
  - CRT Written-Response Rubric Guide for Grades 6 through 8
- 

Prior to and during testing, the Test Administrator must follow the script provided in the test administrator's manual and cannot provide additional assistance or direct the students' attention to any materials in the room for the purpose of enhancing test performance.

Because testing environments can affect students' scores, the following procedures are provided for planning favorable testing environments:

**Size of Testing Sessions:** Smaller testing sessions (approximately 30 students) provide better test conditions.

**The Room:** A room that is free from distractions and has adequate light, ventilation, and heating or air conditioning.

**Seating:** Seating must be arranged to minimize the possibility of students communicating with each other either verbally or visually.

**Materials on Walls:** Place-value number lines, charts, or posters that provide specific factual information (e.g., multiplication charts, hundreds charts, fraction-decimal-percent equivalency charts) that could assist students in computation, answering questions regarding facts, or problem solving on the math sections of an assessment must be removed or covered with blank, opaque material.

**Materials on Desks:** Student desk/table tops must be cleared of any material not specified in this manual. Material that is affixed to desk tops must be covered with blank, opaque material.

**Devices Not Allowed:** Students are not to wear headphones, nor are they allowed to have pagers, cell phones, PDAs, calculators, or any other electronic device during testing.

## **Permissible Materials for Use by Students During Testing**

Materials that are *required* for any questions will be provided. Additional *permissible* materials are listed below for students who are accustomed to using them for instruction. **BECAUSE STUDENTS MAY NOT HAVE ACCESS TO PERSONAL MATERIALS DURING TESTING**, test administrators should arrange to have these materials available for those students who desire to use them.

**Reading Materials:** Students may use blank lined or unlined scratch paper. No material may be pre-printed on the front or back of the scratch paper other than identification information.

---

Students must use No. 2 pencils on their answer documents. Highlighters and colored pens or pencils are permitted for purposes of text marking. Blank post-it notes—free of text, numerals, graphics, or characters—are allowed.

---

**Mathematics and Science Materials:** Scratch paper may **only** be plain unlined, lined, or grid-only (unlabeled) graphing paper. No other pre-printed material is permitted on the front or back except for student identification information.

## **Accommodations for Students with Special Needs**

The Test Administrator, together with the School Test Coordinator, must ensure that all students with special needs receive appropriate accommodations.

Accommodations are available for students who have an IEP, are LEP, and those covered by a Section 504 Accommodations Plan. For information on testing students with special needs, please see *Procedures for the Nevada Proficiency Examination Program 2007–2008, Students with Special Needs*.

## **Testing Irregularities**

Test Administrators should immediately report any testing irregularities to their School Test Coordinator. A testing irregularity is any occurrence that may influence a student's performance. Examples of testing irregularities include, but are not limited to, the following:

- A student is observed cheating during the testing session
- A teacher or another adult provides improper assistance to student
- Testing accommodations specified in a student's IEP, LEP, or Section 504 Accommodations Plan, are not provided
- A student is provided an accommodation that is not specified in the student's IEP, LEP, or Section 504 Accommodations Plan
- An excessive disturbance or disruption occurs during the testing session
- A student's test booklet or used answer document is missing
- Unused/unassigned test booklet is missing

## Invalidation of Test Scores

Failure to strictly adhere to consistent and uniform test administration procedures may result in the invalidation of student scores.

Students with invalidated scores resulting from a test administration or test security irregularity **will** be counted as participating in the assessment; however, they will be counted as non-proficient for AYP purposes.

To indicate that a student's test score is invalidated, fill in the **INV** bubble on the answer document.

**ANSWER DOCUMENTS FOR ABSENT STUDENTS MUST NEVER BE INVALIDATED.**

## Handling of Test Materials

Test Administrators must "sign out" and "sign in" each test booklet issued and returned on each day of test administration. A *School Security Checklist* has been provided to assist in this process. The School Test Coordinator will provide you with the following testing materials:

- This *Test Administrator's Manual*
- Mathematics, reading, and science test booklets
- Answer documents (Note: each student should use only a single answer document to complete the mathematics, reading, and science tests.)
- A supply of No. 2 pencils with erasers
- Blank scratch paper

All required materials should be provided at the testing location and collected from each student before they are allowed to leave the room.

## Test Security

The following steps must be taken by school district and individual school personnel to safeguard the security of materials required for test administration:

1. Locked, secure storage **must** be provided for all secure test materials, including test booklets and completed answer documents.
2. The locked room or file cabinet used for the storage of materials must not be accessible to anyone other than the Principal or School Test Coordinator.

3. Test booklets must not be distributed to those administering the examination until the prescribed date for test administration.
4. Do **NOT** read, review, copy, reproduce, or take notes on test items. **Disclosure of test content is strictly prohibited by state law.**
5. Test booklets must not be copied or reproduced by any means without the prior written authorization of the test publisher and the Nevada Department of Education.
6. Administration of the CRT examination to a person who is not eligible to take that examination is an unauthorized disclosure of test content. (NRS 389.015)
7. A log identifying the serial numbers of test booklets must be maintained for each transfer of test booklets from one individual to another (including distribution to students).
8. At least one Test Administrator and one proctor should be present at the testing site to adequately supervise testing. A ratio of one class test administrator to not more than 30 students is strongly recommended.
9. At no time should students be left unattended with test materials.
10. All required materials must be provided at the testing location.
11. Additional materials, beyond those specified in test administration instructions, or approved by an IEP committee, must not be provided to students for use during a test administration.
12. The Test Administrator must account for all test materials, including test booklets, student answer documents, and other test materials (including scratch paper) before students are allowed to leave the testing area for any reason.
13. On completion of testing, Test Administrators must return testing materials to the School Test Coordinator in a timely manner and no later than the end of the school day on which the test(s) is/are administered. If testing will take place over a period of more than one day, all testing materials must be returned to the School Test Coordinator at the end of each school day and picked up again in the morning of the next testing day, unless otherwise specified in the administration manual.

# Sample School Security Checklist



## NEVADA Student Assessment Program

### School Security CheckList

Ship To:

MP Ship Code:	000000000090639		Date Packed:	
Contract:	Contract Name: Nevada CRT Operational		Administration:	
County Code:	County Name:	SU Code:	Superintendent Unit Name:	
District Code:	District Name:			
School Code:	School Name:	Grade:	Enrollment:	

#### Distribution from the School Test Director (STC) to the Test Administrator(s) (TA)

**School Test Directors:** Each day of testing, the TA must initial the "OUT" column when receiving secure test materials. Each day following testing, the STC must initial the "IN" column when the TA returns the Secure Materials. When the Secured Materials are packaged for return, the STC (or designated person) must initial the "PACKAGED FOR RETURN" column. Comments may be written along the margins.

Description												Qty Shipped
Test Booklets												5
Booklet Numbers	Test Administrator	DAY 1 OUT IN TA STC		DAY 1 OUT IN TA STC		DAY 1 OUT IN TA STC		DAY 1 OUT IN TA STC		DAY 1 OUT IN TA STC		PACKAGED FOR RETURN
30298												
30297												
30301												
30300												
30299												

Sequentially ordered test books within class-packs

I verify that all materials have been returned and that test security procedures have been followed.


Principal's Signature

Date

MP Ship Code: 000000000090639

Page: 1 of 1

## Sample Test Booklet Cover






Student Name (Please Print)
School
District

GRADE  
**5**  
Mathematics,  
Reading,  
and Science


Nevada

# CRITERION REFERENCED TEST



Spring  
VERSION 1

All rights reserved. No part of the contents of this examination may be reproduced or disclosed without the written permission of the Nevada Department of Education under penalty of law (NRS 389.015 and NAC 389).



2105050450

50450

Unique **Variable** Barcode

Last **5** digits of the variable barcode that appear in sequential order on the **School Security Checklist.**

10

## **Instructions for Students to code Name and Demographic Information on Answer Document**

### **Instructions for Test Administrator**

**These instructions are for those students who DO NOT have a Student Pre-ID Label affixed to their answer document.**

Make sure that all students are seated and quiet, with desks clear of all materials except for their No. 2 pencils.

Students must write or code their demographic information on their answer document by hand. The demographic information that students provide includes their name, gender, birth date, race/ethnicity, school district number, and school number.

**All demographic information must be coded left-hand justified with any unused boxes/spaces left empty or blank.**

Write the state assigned DISTRICT NUMBER code and state assigned SCHOOL NUMBER code in an area visible to all students.

Hand-out the answer documents.

---

### **Read Aloud Instructions to Students**

DO NOT make any marks on your answer document until you are told to do so. If you have any questions as we go through the coding instructions, raise your hand.

---

On your answer document, locate STUDENT NAME and print in the boxes your LAST NAME, FIRST NAME, and MIDDLE INITIAL (MI) and fill in the bubbles.

If there are not enough boxes, print only as many letters as there are boxes.

If your last name contains a blank, dash, hyphen, apostrophe, or other non-alphabetical character, fill in your name without using that character. For example, if your last name is "O'Connor," fill in and bubble "OCONNOR" on the answer document. If your last name is "Smith-Jones," enter the name as "SMITHJONES."

---

Next, locate BIRTH DATE. For your birth date, fill in the bubble for the month and print in the boxes the day and the year and fill in the bubbles.

---

Locate GENDER and fill in the bubble for whether you are a female or a male.

---

Next locate RACE/ETHnicity.

If you are AMERICAN INDIAN or ALASKAN NATIVE, fill in the bubble with the letter "I".

If you are ASIAN or PACIFIC ISLANDER, fill in the bubble with the letter "A".

If you are HISPANIC, fill in the bubble with the letter "H".

If you are BLACK, NOT OF HISPANIC ORIGIN, fill in the bubble with the letter "B".

OR

If you are CAUCASIAN (White), NOT OF HISPANIC ORIGIN, fill in the bubble with the letter "C".

---

Next, locate DISTRICT NUMBER and SCHOOL NUMBER and print the numbers in the boxes and fill in the bubbles. The district number is \_\_\_\_ and school number is \_\_\_\_.

---

## **Instructions for Test Administrator**

Answer any questions the students may have.

Check to make sure that each student has filled in the bubbles correctly.

For RACE/ETHnicity, if a student is a member of two or more groups, instruct the student to fill in the bubble for the one group with which they most closely identify with.

GO TO "Instructions for Students to print Name on Test Booklet and code Test Booklet Version Number on Answer Document."




# Sample Answer Document

**NEVADA CRITERION REFERENCED TEST**  
**ANSWER DOCUMENT**

STUDENTS without a STUDENT-ID LABEL must complete DEMOGRAPHIC INFORMATION.

COMPLETELY FILL-IN THE BUBBLE

USE NO.2 PENCIL ONLY



PLACE LABEL HERE

**STUDENT NAME**

LAST NAME		FIRST NAME		MI
A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	E	E	E	E
F	F	F	F	F
G	G	G	G	G
H	H	H	H	H
I	I	I	I	I
J	J	J	J	J
K	K	K	K	K
L	L	L	L	L
M	M	M	M	M
N	N	N	N	N
O	O	O	O	O
P	P	P	P	P
Q	Q	Q	Q	Q
R	R	R	R	R
S	S	S	S	S
T	T	T	T	T
U	U	U	U	U
V	V	V	V	V
W	W	W	W	W
X	X	X	X	X
Y	Y	Y	Y	Y
Z	Z	Z	Z	Z

**BIRTH DATE**

MONTH	DAY	YEAR
JAN 1	0	0
FEB 2	0	0
MAR 3	0	0
APR 4	0	0
MAY 5	0	0
JUN 6	0	0
JUL 7	0	0
AUG 8	0	0
SEP 9	0	0
OCT 10	0	0
NOV 11	0	0
DEC 12	0	0

**GENDER**

☐ Female ☐ Male

**RACE/ETH**

☐ L ☐ A ☐ H ☐ C

**SCHOOL CODE**

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**STUDENT NUMBER**

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**SPC CON**

☐ NASAA ☐ Braille ☐ New in Country

**YEAR IN DISTRICT**

☐ After CD ☐ Before CD

**YEAR IN SCHOOL**

☐ After CD ☐ Before CD

**TC**

☐ IEP ☐ Former IEP ☐ Exited ≤ 2 yrs ☐ Exited > 2 yrs

☐ 504 ☐ LEP ☐ Former LEP ☐ Exited ≤ 1 ☐ Exited > 1 & ≤ 2 yrs ☐ Exited > 2 yrs

☐ Immigrant ☐ F/RL ☐ NG ☐ T1 Target ☐ G/T

**SUBTESTS**

☐ Math ☐ Reading ☐ Science

**DNP**

☐ A ☐ O ☐ I

**INV**

☐ A ☐ O ☐ I

**Static Barcode 16-Digits**

12 1234567890

Nevada\_Grd ad 11\_02\_07 pg# 8

If a label is not provided make sure **all** necessary and required testing information is filled in.

Even if label is provided, the appropriate **programs** and/or **testing conditions** may need to be filled in if applicable

## **Instructions for Students to print Name on Test Booklet and code Test Booklet Version Number on Answer Document**

### **Instructions for Classroom Test Administrator**

Make sure that all students are seated and quiet, with desks clear of all materials except for their No. 2 pencils and answer document.

Ensure that each student has an answer document with either their Student Pre-ID Label affixed or their demographic information filled in by hand.

Distribute the test booklets.

Write the School Name and District Name in an area visible to all students.

---

### ***Read Aloud Instructions to Students***

*Do not open your test booklet.*

*Print your FIRST and LAST NAME on the front cover of your test booklet. Print your SCHOOL NAME and DISTRICT NAME.*

*Look at the front cover of your test booklet. Find where it reads "Spring 2008". Find the word VERSION. Write the VERSION number on your answer document.*

*On your answer document, locate the shaded box with the word "VERSION" and numbered bubbles.*

*Fill in the bubble with the VERSION number that is on the front cover of your test booklet. For example, if you have VERSION 1 on your test booklet, you will fill in the bubble with a "1" in it. If your test booklet is VERSION 2, you will fill in the bubble with a "2."*

---

### **Instructions for Test Administrator**

Answer any questions the students may have.

Check that each student has printed his/her name, school, and district on the front cover of their test booklet.

Check that each student has found the VERSION number on his/her test booklet.

Check that each student has filled in the correct VERSION number on his/her answer document.

**Be sure that students testing in multiple content areas use the same test booklet VERSION number for all subjects.**

GO TO "Instructions to Read Aloud the Test Directions to Students."

---

## **Instructions to Read Aloud the Test Directions to Students**

### **Instructions for Test Administrator**

**These instructions apply to each content area test:  
Mathematics/Reading/Science.**

The test you are about to administer has two parts. Most students should take approximately 60 minutes to complete an individual part.

Make sure that all students are seated and quiet, with desks clear of all materials except for their No. 2 pencils, answer document, test booklet, and permissible test materials.

During testing students may not access personal materials/belongings.

---

**A student is not allowed to use a calculator or any other electronic device on the mathematics/science test unless specified in the student's IEP. No student should have access to a cell phone, iPod, or pager during testing.**

---

### ***Read Aloud Instructions to Students***

*Clear all materials except for those provided for the test from your desk.*

*At **NO** time are you allowed to use personal materials or belongings during the test.*

***You may not use a calculator unless you have an IEP Accommodation that allows it. No cell phones, iPods, or pagers are allowed at any time.***

*Do not open your test booklet until you are told to do so. The test is divided into two parts. You will have plenty of time to complete each part of the test.*

---

### **Instructions for Test Administrator**

Answer any questions the students may have.

Select from the pages that follow your grade specific read aloud instructions.

Be sure to see the instructions for test administrator at the end of this section.

---

## ***Read Aloud Instructions to Students in Grade 3***

*Open your test booklet to the page with the Test Directions.*

*Listen carefully as I read the directions for the test.*

*This test booklet contains questions for you to answer. Do not mark or write your answers in the test booklet. Mark or write your answers on the answer document. Use a No. 2 pencil to fill in the appropriate bubble to record your answers.*

*The questions in the test booklet are all multiple-choice.*

---

***Multiple-Choice:*** *For each question you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. After you have chosen the correct answer to a question, find the question number on your answer document and completely fill in the bubble for the answer you chose. Be sure the question number on the answer document matches the question number in the test booklet.*

*If you decide to change an answer to a question, erase the wrong mark completely before filling in the bubble of the new answer. Be sure you have only one answer marked for each question. If two bubbles are filled in for the same question, that question will be scored as incorrect.*

*If you are having difficulty answering a question, skip the question and come back to it later. Make sure you skip the bubble for the question on your answer document.*

*You may make notes in your test booklet, but you must mark or write your final answer on your answer document. Do not make any stray or unnecessary marks on your answer document.*

*Let's work through a sample question together to be sure that you understand the directions and how to fill in a bubble.*

*Read the Sample Question on Page 1 of the Test Booklet, then locate Sample A in your Answer Document and fill in the bubble for the answer that you choose.*

*Sample Question: What is the capital of Nevada?*

*Correct Answer: B Carson City*

---

## ***Read Aloud Instructions to Students in Grades 4 and 5***

*Open your test booklet to the page with the Test Directions.*

*Listen carefully as I read the directions for the test.*

*This test booklet contains questions for you to answer. Do not mark or write your answers in the test booklet. Mark or write your answers on the answer document. Use a No. 2 pencil to fill in the appropriate bubble to record your answers.*

*The questions in the test booklet are multiple-choice and written-response.*

---

***Multiple-Choice:*** *For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. After you have chosen the correct answer to a question, find the question number on your answer document and completely fill in the bubble for the answer you chose. Be sure the question number on the answer document matches the question number in the test booklet.*

*If you decide to change an answer to a question, erase the wrong mark completely before filling in the bubble of the new answer. Be sure you have only one answer marked for each question. If two bubbles are filled in for the same question, that question will be scored as incorrect.*

*If you are having difficulty answering a question, skip the question and come back to it later. Make sure you skip the bubble for the question on your answer document.*

*You may make notes in your test booklet, but you must mark or write your final answer on your answer document. Do not make any stray or unnecessary marks on your answer document.*

*Let's work through a sample question together to be sure that you understand the directions and how to fill in a bubble.*

*Read the Sample Question on Page 1 of the Test Booklet. Then locate Sample A in your Answer Document and fill in the bubble for the answer that you choose.*

*Sample Question: What is the capital of Nevada?*  
*Correct Answer: B Carson City*

---

**Written-Response:** For the written-response questions in the test booklet, you will read the question and write your answer on a separate page in the answer document. The directions for those questions will tell you on which page of the answer document to write your answer.

Read the question carefully and use the written-response checklist to completely answer the question. The checklist asks you the following:

**Mathematics Written-Response Checklist**

*Did I think about the question (and/or directions) that I read?*  
*Did I use the words in bold print in the question to give me information?*  
*Did I show all my work and include each step needed to complete the problem?*  
*If I used a diagram, did I label each part of the diagram clearly?*  
*Did I answer all parts of the question?*

**Reading Written-Response Checklist**

*Did I think about each question I read?*  
*Did I use the words in bold print in the question to help me write my answer?*  
*Did I go back to the reading passage to help complete my answer?*  
*Did I use details to complete my answer?*  
*Did I complete all parts of the question?*  
*Did I write my answer so other people can understand it?*

**Science Written-Response Checklist**

*Did I think about the question (and/or directions) that I read?*  
*If the question asks for an explanation, did I tell how I determined my answer?*  
*Did I use the information in any charts or diagrams to help me with my answer?*  
*If I used a diagram or graph in my answer, did I label all parts clearly?*  
*Did I answer all parts of the question?*

Then find the correct page in the answer document and write your answer in the space provided. Be sure to write enough to completely answer the question.

---

## ***Read Aloud Instructions to Students in Grades 6, 7, and 8***

*Open your test booklet to the page with the Test Directions.*

*Listen carefully as I read the directions for the test.*

*This test booklet contains questions for you to answer. Do not mark or write your answers in the test booklet. Mark or write your answers on the answer document. Use a No. 2 pencil to fill in the appropriate bubble to record your answers.*

*The questions in the test booklet are multiple-choice and written-response.*

---

***Multiple-Choice:*** *For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. After you have chosen the correct answer to a question, find the question number on your answer document and completely fill in the bubble for the answer you chose. Be sure the question number on the answer document matches the question number in the test booklet.*

*If you decide to change an answer to a question, erase the wrong mark completely before filling in the bubble of the new answer. Be sure you have only one answer marked for each question. If two bubbles are filled in for the same question, that question will be scored as incorrect.*

*If you are having difficulty answering a question, skip the question and come back to it later. Make sure you skip the bubble for the question on your answer document.*

*You may make notes in your test booklet, but you must mark or write your final answer on your answer document. Do not make any stray or unnecessary marks on your answer document.*

*Let's work through a sample question together to be sure that you understand the directions and how to fill in a bubble.*

*Read the Sample Question on Page 1 of the Test Booklet. Then locate Sample A in your Answer Document and fill in the bubble for the answer that you choose.*

*Sample Question: What is the capital of Nevada?*  
*Correct Answer: B Carson City*

---



**Written-Response:** For the written-response questions in the test booklet, you will read the question and write your answer on a separate page in the answer document. The directions for those questions will tell you on which page of the answer document to write your answer.

Read the question carefully and use the written-response rubric guide to completely answer the question. Let's review the rubric now:

### **Mathematics Written-Response Rubric Guide**

Full Credit	Your response addresses all parts of the question clearly and correctly. You use and label the proper math terms in your answer. Your response shows all the steps you took to solve the problem.
Partial Credit	Your response addresses most parts of the question correctly. Your response does not show all your work or does not completely explain the steps you took to solve the problem.
Minimal Credit	Your response addresses only one part of the question correctly and explains the steps you took to solve that one part. In answering the remaining parts of the question, your response is incomplete or incorrect. Your response does not show all of your work or does not explain all of the steps you took to solve the problem.
No Credit	Your response is incorrect.

### **Reading Written Response Rubric Guide**

Full Credit	Your response demonstrates understanding of reading. Your response addresses all parts of the question. Your response includes enough related details to support your answer.
Partial Credit	Your response demonstrates understanding of reading. Your response addresses only part of the question. Your response includes some details to support your answer. Your response may include some details to support your answer. Your response may include details that do not support your answer.
Minimal Credit	Your response demonstrates a limited understanding of the reading. Your response includes few details to support your answer. Your response includes unrelated and inaccurate details.
No Credit	Your response is incorrect.

**Science Written-Response Rubric Guide**

<i>Full Credit</i>	<i>Your response addresses all parts of the question clearly and correctly.</i>
<i>Partial Credit</i>	<i>Your response does not include any incorrect information. Your response addresses all parts of the question. Your response includes only minor errors</i>
<i>Minimal Credit</i>	<i>Your response does not address all parts of the question. OR Your response addresses all parts of the question, but it includes major errors.</i>
<i>No Credit</i>	<i>Your response is incorrect.</i>

*Then find the correct page in the answer document and write your answer in the space provided. Be sure to write enough to completely answer the question.*

---

**Instructions for Test Administrator**

Answer any questions the students may have.

GO TO either "Instructions for Administering the Test to Students with a monitored rest-break given to students as a group between parts of the test" or "Instructions for Administering the Test to Students with a monitored rest-break given to Students on an individual and as needed basis during the test."

---

## **Instructions for Administering the Test to Students with a monitored rest-break given to students as a group between parts of the test**

### **Instructions for Test Administrator**

There are two parts to each content area test.

Follow these instructions when the content area test is being administered with a monitored rest-break given to students as a group between parts.

A monitored break is a break in which students are not allowed to discuss the test.

---

### ***Read Aloud Instructions to Students***

*In your test booklet, turn the page to **Part 1**.*

*For **Part 1**, the school has scheduled approximately 60 minutes during which your progress will be monitored. You will be told when the regular testing period is about to end. At the end of **Part 1**, you stop at the STOP sign.*

*As long as you are working productively, you will be given time to finish the test.*

*If you finish **Part 1** early, you may go back and check your answers in this part only. DO NOT go on to **Part 2**.*

*If you notice anything wrong with your test booklet during the test, please raise your hand.*

*You are allowed to take a monitored break if need be during the test.*

*You may now start **Part 1** of the test.*

---

*The scheduled testing period is about to end.*

*The testing period has now ended. Please put your pencil down. Place your answer document inside your test booklet and close your test booklet. If you need more time to finish this part of the test, raise your hand. Those of you who need more time will (insert school plan here).*

---

## Instructions for Test Administrator

Consult your school's written plan to determine how to handle a student who needs/requests additional time to complete this part of the test. Let those students know what they will be doing and direct them to do it.

---

Since **Part 2** of the test is to be taken immediately following this testing period, allow the students a minimum 10-minute monitored break before continuing.

---

### ***Read Aloud Instructions to Students***

*For **Part 2**, the scheduled testing period is 60 minutes.*

*As long you are working productively, you will be given time to finish the test.*

*If you finish **Part 2** early, you may go back and check your answers in this part only. DO NOT go back to **Part 1**.*

*If you notice anything wrong with your test booklet during the test, please raise your hand.*

*If you complete **Part 2**, have checked over your work and would like to read, raise your hand and I will collect your test materials. After I have collected your test materials, you may read any materials you have brought with you, but you may not talk or disturb others.*

*You may now start **Part 2** of the test.*

---

*The scheduled testing period is about to end.*

*The testing period has now ended. Please put your pencil down. Place your answer document inside your test booklet and close your test booklet. If you need more time to finish this part of the test, raise your hand. Those of you who need more time will (insert school plan here).*

---

## **Instructions for Test Administrator**

Do not excuse students who need additional time.

Students, including students testing with accommodations, may not return to a part of the test once they have had an unsupervised break.

Consult your school's written plan to determine how to handle a student who needs/requests additional time to complete the test. Let those students know what they will be doing and direct them to do it.

---

### ***Read Aloud Instructions to Students***

*For those of you who have now finished taking the test, please look over your answer document to be sure of the following:*

- *The VERSION number is correct and the bubble is filled in completely.*
  - *There are no stray pencil marks on the answer document.*
  - *All bubbles are filled in completely and sufficiently darkened in pencil.*
  - *All erasures are complete.*
  - *All sections have been bubbled appropriately (if applicable).*
- 

## **Instructions for Test Administrator**

Immediately following the end of the scheduled testing period for the content area test, collect all answer documents, test booklets, and scratch paper from the students who are finished.

**Make sure the correct version number has been filled in on each student's answer document.**

If you have completed testing for the day return all testing materials to your School Test Coordinator.

If you are completely finished with testing of all content areas, GO TO "Instructions for a Final Check of Answer Document Coding."

---

## **Instructions for Administering the Test to Students with a monitored rest-break given to students on an individual and as needed basis during the test**

### **Instructions for Test Administrator**

There are two parts to each content area test.

Follow these instructions when the content area test is being administered with a monitored rest-break given to students on an individual and as needed basis during the test.

A monitored break is a break in which students are not allowed to discuss the test.

---

### ***Read Aloud Instructions to Students***

*In your test booklet, turn the page to **Part 1**. **Part 2** will follow.*

*When you finish **Part 1**, proceed on to **Part 2**, and when you finish **Part 2**, stop at the STOP sign.*

*The school has scheduled approximately 120 minutes during which your progress will be monitored. You will be told when the regular testing period is about to end.*

*As long as you are working productively, you will be given time to finish the test.*

*If you notice anything wrong with your test booklet, please raise your hand.*

*You are allowed to take a monitored break if need be during the test.*

*If you finish early, you may go back and check your answers.*

*If both **Part 1** and **Part 2** are complete and you have checked over your work and would like to read, raise your hand and I will collect your test materials. After I have collected your test materials, you may read any materials you have brought with you, but you may not talk or disturb others.*

*You may now start.*

---

*The scheduled testing period is about to end.*

*The testing period has now ended. Please put your pencil down. Place your answer document inside your test booklet and close your test booklet. If you need more time to finish the test, raise your hand. Those of you who need more time will (insert school plan here).*

---

## **Instructions for Test Administrator**

Do not excuse students who need additional time.

Students, including students testing with accommodations, may not return to a part of the test once they have had an unsupervised break.

Consult your school's written plan to determine how to handle a student who needs/requests additional time to complete the test. Let those students know what they will be doing and direct them to do it.

---

## ***Read Aloud Instructions to Students***

*For those of you who have now finished taking the test, please look over your answer document to be sure of the following:*

- *The VERSION number is correct and the bubble is filled in completely.*
- *There are no stray pencil marks on the answer document.*
- *All bubbles are filled in completely and sufficiently darkened in pencil.*
- *All erasures are complete.*
- *All sections have been bubbled appropriately (if applicable).*

---

## **Instructions for Test Administrator**

Immediately following the end of the scheduled testing period for the content area test, collect all answer documents, test booklets, and scratch paper from the students who are finished.

**Make sure the correct version number has been filled in on each student's answer document.**

If you have completed testing for the day return all testing materials to your School Test Coordinator.

If you are completely finished with testing of all content areas, GO TO "Instructions for a Final Check of Answer Document Coding."

## **Instructions for a Final Check of Answer Document Coding**

Because participation rates of students are used to determine AYP, schools must submit an answer document for every student enrolled during the Spring Administration of the CRT whether that student actually tested or not.

---

### **Instructions for Test Administrator**

Ensure that each student's answer document is complete and accurate.

Errors in coding the student demographic information on the answer documents may result in inaccurate reports or delays in reporting test results.

Contact your School Test Coordinator for questions regarding coding of student demographic information.

---

For those students who DO NOT have a Student Pre-ID Label affixed to their answer document, check the following demographic information:

STUDENT NAME  
BIRTH DATE  
GENDER  
RACE/ETHNICITY  
DISTRICT NUMBER and SCHOOL NUMBER

---

For each student, code the following demographic information:

STUDENT NUMBER  
YIS (Years in School) and YID (Years in District)

As applicable to each student, code the following information:

PROGRAMS  
TC (Testing Conditions)  
DNP (Did Not Participate)  
INV (Invalidation)  
SPC CON (Special Considerations)

---



For those students who have a Student Pre-ID Label affixed to their answer document, and as applicable to the student, only code the TC (Testing Conditions), DNP (Did Not Participate), and SPC CON (Special Considerations).

Note: For students with a Student Pre-ID Label, it is necessary to fill in the NASAA and/or the Braille bubble in the SPC CON box. It is NOT necessary to fill in the New in Country (NIC) bubble for the NIC bubble is already pre-coded.

**Do not fill in the INV (Invalidation) or DNP (Did Not Participate) bubbles for NAASA Students.**

---

For a student who has a Student Pre-ID Label affixed to their answer document, and has a change in their demographic information, this student will still use his/her original Student Pre-ID Label unless the SCHOOL NUMBER on the label is incorrect. When the state-assigned SCHOOL NUMBER code is inaccurate, a new answer document must be created and all appropriate student demographic information must be filled in accurately and completely. If any other information is incorrect, it is not necessary to complete a new answer document.

---

For a student who is absent or does not test for any other reason, the answer document must be coded appropriately using the DNP (Did Not Participate) code. DO NOT use the DNP code if the student completes a portion of the test but does not finish.

---

## **Terms and Definitions**

Refer to the following Coding Terms and Definitions to check and code, if necessary, a student's demographic information.

---

### **STUDENT NAME**

The student's legal first and last names with the middle initial must be used on the answer document. No nicknames or shortened versions of the legal name may be used. There should be no punctuation such as hyphens or apostrophes used in the name fields. For example, if a student's last name is "O'Connor," bubble "OCONNOR" on the answer document. If a student's last name is "Smith-Jones," then "SMITHJONES" will be bubbled on the answer document.

**RACE/ETH (Race/Ethnicity)**

The instructions require that only ONE group be selected. If the student completes this section and could be considered a member of two or more groups, the student should be instructed to choose the group with which they most closely identify.

<b>Code</b>	<b>Race/Ethnicity</b>
I	American Indian or Alaskan Native: This group includes people having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition.
A	Asian or Pacific Islander: This group includes people having origins in any of the original peoples of the Far East, Southeast Asia, Pacific Islands, or Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, Hawaii, and Samoa.
H	Hispanic: This group includes people of Mexican, Puerto Rican, Cuban, Central and South American or other Spanish culture or origin, regardless of race.
B	Black, not of Hispanic origin: This group includes people having origins in any of the Black racial groups of Africa.
C	Caucasian (White), not of Hispanic origin: This group includes people having origins in any of the original peoples of Europe, North Africa, or the Middle East.

The racial/ethnic group descriptions have been provided by the United States Department of Education.

---

**STUDENT NUMBER**

The Student Number is the number assigned to each student by the district.

---

**YIS (Years in School)**

<b>Code</b>	<b>Years in School</b>
0	Student who enrolled in the school after count day, or student who initially enrolled before count day but who has not been continuously enrolled from and including count day.
1	Student continuously enrolled in the school from and including count day or before.

**YID (Years in District)**

<b>Code</b>	<b>Years in District</b>
0	Student who enrolled in the district after count day, or student who initially enrolled before count day but who has not been continuously enrolled since count day.
1	Student continuously enrolled in the district from and including count day or before.

---

**PROGRAMS**

<b>Program</b>	<b>Description</b>
IEP	A student who is identified as having a disability under the Individuals with Disabilities Education Act (IDEA) and is receiving special education and/or related services in accordance with a current Individualized Education Program (IEP). (Note: Gifted and Talented students are not included here.)
Former IEP	A student who was previously identified as a student with a disability under the Individuals with Disabilities Education Act (IDEA) and has exited all special education and/or related services by, (1) eligibility team determining that the student no longer meets eligibility, (2) eligibility team determining that the student no longer requires special education and/or related services, and (3) the student does not have a current Individualized Educational Program (IEP). A former IEP student score is counted as an IEP student for two years after exiting special education programming in accordance with the above.
Exit ≤ 2 years	A former IEP student who has been exited from the IEP less than or equal to two years.
Exit > 2 years	A former IEP student who has been exited from the IEP for more than two years.
504	A student who is protected from discrimination under Section 504 of the Rehabilitation Act of 1973 and who is receiving services in accordance with an accommodations plan.

## PROGRAMS (continued)

LEP	A student who has been identified as Limited English Proficient (LEP) student through a home language survey, an initial language proficiency assessment, and has not exited the English as a Second Language (ESL) program.
Former LEP	A student who has exited the English as a Second Language (ESL) program by (1) achieving an overall "proficient" (level 5) score on the English Language Proficiency Assessment (ELPA), (2) achieving a level 4 or 5 on each of the subsections of listening, reading, writing, and comprehension, and (3) achieving "approaches standards" score on the AYP assessment. A Former LEP student score is counted as an LEP student for two years after exiting the program. (Note: this coding should be done only by an ESL Teacher/Specialist.)
Exit ≤ 1 year	A former LEP student who has been exited from the LEP program less than or equal to one year.
Exit > 1 year and ≤ 2 years	A former LEP student who has been exited from the LEP program more than one year but less than or equal to two years –in second year after exiting.
Exit > 2 years	A former LEP student who has been exited from the LEP program for more than 2 years.
Immigrant	An individual (3–21 years of age) enrolled in a school who was not born in the United States and who has not been attending school in the United States for more than three (3) full academic years. (Note: In Nevada, an academic year is from count day to testing day.)
F/RL	A student who qualifies for the Free or Reduced Lunch Program.
MG	A migrant student who has an approved Certificate of Eligibility on file with the Nevada Department of Education.
Title I Target	A student who has been identified for services in a school receiving Title I Targeted Assistance funding. (Note: In Nevada, most Title I students are enrolled in school-wide programs and are not included in this category.)
G/T	A student who has been identified as Gifted and/or Talented according to district definition. This code is for district/school use only.

**TC (Testing Conditions)**

This section applies only to a student with an Individualized education program (IEP), a student with a Section 504 Accommodations Plan (504), or a student identified as Limited English Proficient (LEP) and only if the student tested with accommodations or modifications. See *Procedures for the Nevada Proficiency Examination Program 2007–2008, Students with Special Needs*, for further information.

<b>Code</b>	<b>Testing Conditions</b>
R	Regular Conditions (no accommodations or modifications)
A	Accommodations (IEP, 504, or LEP students)
M	Modifications (IEP students ONLY)

Note: Testing Conditions, if left blank, defaults to Regular Conditions.

**DNP (Did Not Participate)**

<b>Code</b>	<b>Reason for Non-Participation</b>
A	Absent: Student currently enrolled, but absent during test administration.
O	Other: Student currently enrolled, but did not participate for some other reason.

**INV (Invalidation)**

<b>Code</b>	<b>Reason for Invalidation</b>
I	Student's test has been invalidated

**SPC CON (Special Considerations)**

This section will be coded only for those students described by one of these categories.

<b>Code</b>	<b>Explanation</b>
NASAA	Student participated in the state's alternate assessment (Nevada Alternate Scales of Academic Achievement).
Braille	Student used a Braille form of the assessment.
New in Country	An immigrant student identified as LEP who is enrolled in a U.S. school during the current academic year for the first time.

---

Significant errors in coding demographic information may be treated as a Testing Irregularity and must be reported to the District Test Director who will contact the Test Security Coordinator at the Nevada Department of Education.

**Thank you for your cooperation in this administration  
of the CRT Grades 3-8**